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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: (1) the effect of a questioning strategy on reading comprehension and attitudes towards reading of secondary school remedial readers; (2) enhancing memory for expository prose; (3) reading disability, language impairment, and reading strategies; (4) dyslexia; (5) the identification and stability of subtypes of disabled readers; (6) the reading skills of the cleft palate child; (7) psychological issues in presumed nonorganic reading problem children; (8) the effects of language training on the reading fluency, written expression, and listening ability of educable mentally handicapped adolescents; (9) diagnosis and treatment in reading; (10) the influence of research on clinical practices in university reading centers; (11) the effect of remedial reading instruction on academic achievement of junior college freshmen; and (12) the influence of parent-child and parent-school relations on the reading achievement of Title I compensatory education students. (FL)

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Bowen, Luanna R.
THE EFFECT OF A QUESTIONING STRATEGY ON READING COMPREHENSION AND ATTITUDES TOWARDS READING OF SECONDARY REMEDIAL READERS

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EFFECTS OF METHYLPHENIDATE ON INFORMATION PROCESSING AND READING IN A GROUP OF HYPERACTIVE CHILDREN Order No. DA8218198

BALLINGER, CAROLYN LOIS TUCKER, PH.D. *University of Washington*, 1982. 93pp. Chairperson: Professor Patricia Nolen

Effects of three dosage levels of methylphenidate (Ritalin) on measures related to reading were studied in a group of 9 hyperactive boys. The research design was repeated measures (within subjects) with each subject serving as his own control. Each boy was assigned randomly to one of the double-blind treatment orders. This Latin square design allowed analysis of variance in each test measure to determine the significance of treatment effects.

No treatment effects were demonstrated for overt classroom behaviors, fine-motor coordination, visuoperceptual problem-solving speed or accuracy, or recall from short-term memory. Measures of language processing independent of speech-motor encoding (Letter matching by name identity and physical identity, and Sentence verification) were speeded by administration of methylphenidate. For language processing measures which required oral reading, including digits and colors, confounding drug effects appeared to be present. For individual children, either slowed speech-motor encoding or quickened access to stored verbal codes emerged as primary. The resulting faster or slower response latencies were related to a child's initial functioning and task-specific drug responses. Hence, overall group drug effects on measures of spoken responses were insignificant.

The study provided evidence supporting a two-factor theory of hyperactivity, (a) physical hyperactivity and impulsivity and (b) attentional and learning disabilities, characterized by differences in information processing, including speed of access to stored verbal codes. Processes contributing to certain reading disabilities are responsive to methylphenidate, but on different dose-response curves than motoric hyperactivity. Further research in stimulant effects on specific processes of the learning and attentional disorders was recommended.

THE EFFECT OF A QUESTIONING STRATEGY ON READING COMPREHENSION AND ATTITUDES TOWARDS READING OF SECONDARY REMEDIAL READERS Order No. DA8224754

BOWEN, LUANNA R., ED.D. *Northern Arizona University*, 1982. 132pp. Adviser: Dr. Jim R. Davis

The Problem. The purpose of this research was to ascertain the efficacy of a questioning strategy on reading comprehension scores and attitude changes of secondary remedial students. Research attests to questioning as an important teaching strategy for stimulating intellectual processes.

The Sample. The student sample used in this research consisted of forty identified remedial readers enrolled in grades 9-12 in the Fallbrook Union High School District for the 1981-82 school year.

Procedures. All subjects were pretested and posttested using the Comprehensive Test of Basic Skills and Estes Reading Attitude Scale. Subjects with scores below a seventh grade reading level were selected for this study. Students were randomly assigned to remedial reading classes and were then matched and placed in control or experimental groups based on pretest reading scores.

All students identified for inclusion in the study received 30 minutes of instruction per day, Monday through Thursday, for a duration of three months, using the Huls/Vista Reading Program. The control group received traditional reading instruction which included questions asked at the knowledge level only. The experimental group received a questioning strategy that included questions asked at each cognitive level of Bloom's Taxonomy, starting with the knowledge level and progressing upward in complexity to the evaluation level.

Conclusions. The two-way and the three-way analyses of variance with repeated measures on one factor were the statistical measures utilized for this investigation. The analyses indicated that the overall measures of performance for the treatment variable did not differ significantly. There existed no evidence to support the utilization of higher level questioning to produce significant differences in students' reading comprehension scores and attitude changes.

Recommendations. It is recommended that the relationship between reading attitudes and academic instructional improvement be examined and researched by means of a longitudinal study. This might help overcome the years of conditioned performance at the lower cognitive levels of thinking.

A COMPARATIVE STUDY OF CROSS-AGE AND PARENT TUTORING IN TWO ESEA TITLE I READING INTERVENTIONS: ACADEMIC AND NON-COGNITIVE CHANGES IN PRIMARY-GRADE STUDENTS Order No. DA8224778

CAMERON, FRANK LOVEJOY, JR., PH.D. *Brigham Young University*, 1982. 326pp. Chairman: Ronald D. Bingham

This investigation was designed to determine the effectiveness of two ESEA Title I reading interventions with first- and second-grade children. Pretest/posttest changes over a school year in reading achievement, classroom behaviors and locus of control orientation were measured in (1) subjects in a cross-age tutoring intervention ($n = 14$), (2) subjects who were tutored by their parents ($n = 15$), and (3) subjects in a control group ($n = 23$) who received no help in addition to a standard program of classroom reading instruction. Analyses of variance of mean raw score changes showed the parent group was significantly ($p \leq .05$) superior to the cross-age group in nine of sixteen measured dependent variables. When the subjects from the two tutoring groups were combined into one experimental group ($n = 29$), the analyses of variance showed that the subjects who received an intervention were significantly ($p \leq .05$) superior to the control group.

A STUDY OF THE RELATIONSHIPS BETWEEN SELECTED VARIABLES AND THE READING AND LANGUAGE ARTS ACHIEVEMENT OF EIGHTH GRADE STUDENTS IN COMPENSATORY ENGLISH LABORATORIES IN THE DEKALB COUNTY, GEORGIA, HIGH SCHOOLS Order No. DA8226139

CAPLAN, MARLENE K., PH.D. *Georgia State University - College of Education*, 1982. 145pp.

Purpose. This study investigated the relationships between selected personal, social, and academic variables and reading/language arts achievement in order to provide a basis for evaluation of DeKalb's Compensatory English Laboratory program.

Methods and Procedures. Data were collected from the school records of 593 eighth grade students who had been enrolled in the Compensatory English Laboratory program for the entire 1980-81 school year. Test instruments were the *California Achievement Test* and the *Stanford Diagnostic Reading Test*. Also, data were derived from six case studies of students who had spent at least one year in the laboratory program but were functioning satisfactorily in nonremedial English classes at the time of the study.

Data analysis techniques employed were correlation analysis, *t* tests for both correlated and independent means, and multivariate analysis of covariance.

Results. There were significant relationships between each of the variables (except age, sex, conduct, days absent, and participation in a special education program) and reading achievement, and between each of the variables (except days absent and school attended) and language arts achievement. Laboratory students showed a significant gain in reading. There was no significant difference between the programs that comprise the reading component of the laboratories.

Conclusions. The following conclusions were drawn from the results of this study. (1) Participation in the laboratory program may have controlled the cumulative deficit expected for educationally disadvantaged students in reading/language arts achievement. (2) Low socioeconomic status, high minority enrollment, above-average class size, and below-average achievement in reading and language arts appear to be related. (3) Teachers' evaluation seems to be influenced by students' school attendance. (4) The case study data indicate that success in compensatory programs may be attributed to positive teacher attitude, supportive learning climate, and home and family influence/interest.

ENHANCING MEMORY FOR EXPOSITORY PROSE: AN INVESTIGATION OF THE EFFECTS OF TRAINING POOR READERS TO IDENTIFY THE STRUCTURAL ASPECTS OF TEXT AS AN AID TO COMPREHENSION

Order No. DA8213796

CLEWELL, SUZANNE FRITCH, PH.D. *University of Maryland*, 1981. 148pp.
Supervisor: Robert M. Wilson

Studies have shown that the structure of prose is an important variable for learning from text. Good readers appear to be able to use the author's organization for remembering information. This study explored whether there is a difference in the recall comprehension of students trained with a webbing strategy and students trained with a questioning strategy. It also examined whether there is a difference in the use of the author's structure for organizing recall protocols.

Sixty eighth-grade poor readers with comprehension stanines of three-four and instructional reading levels of grades five-six were placed randomly in treatment groups. Pretraining to learn the strategies and training to practice the strategies with cause and effect passages occurred during a two-week period. Posttesting consisted of immediate individual oral recall and long-term written probed recall. The Meyer (1975) prose analysis system was used to analyze the free recall content units.

Data was collected to determine whether there was a difference in the immediate free recall, the long-term probed recall, and the use of the author's organization. Interrater reliability was established for each of the three measures. Two sample *t*-tests were used to determine differences in the means. There was no significant difference in the short-term free recall or in the long-term probed recall between the webbing group and the study-questions group. There was also no significant difference in the use of the author's structure for organizing the free recall protocols. Further research investigating the use of the author's structure to improve readers' recall comprehension needs to be explored.

READING DISABILITY, LANGUAGE IMPAIRMENT AND READING STRATEGIES: IMPLICATIONS FOR DIFFERENTIAL DIAGNOSIS

Order No. DA8221065

DIXON, NANCY DEES, PH.D. *University of Colorado at Boulder*, 1982. 178pp. Directors: Professor Richard F. Krug, Assistant Professor Lynn K. Rhodes

The purpose of the study was to investigate how reading disabled (RD) youngsters with oral language inpairments use the semantic, syntactic and grapho-phonic language systems during oral reading. The verbal deficit hypothesis (Vellutino, 1979) of RD which suggests that oral language impairments are causal to the disorder, was empirically tested.

Thirty subjects were equally divided into three groups--a group of eight and nine year old RD students, an age control group (AC), and a reading control group (RC) of reading-level peers. All subjects received a language battery assessing expressive and receptive oral language components. A questionnaire probing perceptions about reading instructions and the same story for oral reading and retelling were presented to the RD and RC groups only.

On statistical analyses of oral language measures, the RD group demonstrated deficit-level functioning in phonology, depressed functioning in expressive syntax, and normal attainment in semantics, although at a level lower than that of either control group.

Language system use during oral reading was determined by miscue analysis. Significant group differences favoring the RC group were documented in semantic and syntactic language system use and for in-process comprehension of the story. Descriptive data disclosed that grapho-phonic cues were over-used by five RD subjects but none of the controls. Retelling measures of comprehension were comparable between the groups, despite twice the number of miscues from RD subjects.

The pattern of individual performances within the RD group on oral language suggested tentative support for the verbal deficit hypothesis. When comparisons on language system use were re-examined in terms of RD and RC subgroups with adequate comprehension and adequate word recognition levels, original differences in semantic and grapho-phonic cueing system use, in-process comprehension and correction rates disappeared.

Data regarding students' reading strategy awareness indicated a direct relationship between instructional approach, oral language deficits in phonology and low word recognition levels. It was concluded that RD students were being taught to read by a method for which they lacked the oral language foundation.

The effectiveness of oral and written language comparisons for purposes of differential diagnosis were supported by group findings, but were inconclusive at the individual level.

APPLICATION OF THE LITERATURE ON DYSLEXIA TO INDIVIDUAL CASE STUDIES

Order No. DA8223661

DUNN, WILLIAM KING, ED.D. *Saint Louis University*, 1982. 84pp.

Factors which enter into (or are necessarily considered in) planning for the disabled reader, whether long-range or day-to-day, are myriad. A need existed for much more individualized attention in teaching reading disabled children, and this need was met when public sentiment prompted the enactment of Public Law 94-142, which in turn made possible the Itinerant/Resource Program which has for several years been operating in the St. Louis Public Schools.

The format of this paper is a simple one in that six case studies, preceded by presentation of and discussion of views on dyslexia and related matters, form, essentially, the whole of the paper. Two chapters follow, one showing how some of the matter presented in the literature is applicable to certain of the cases, and, then, the summary, conclusion, and recommendations chapter which ends the paper. The simplicity of the format, however, may be contrasted with the complicated intricacies of data introduced within the format.

Of the cases discussed herein, the most common characteristic shared by all (with the exception of Case F) might be called a kind of sublimated rage which from time to time emerged to the surface. Personal and family problems, past failures, and a hard-core negativism toward school work brought about through failures are some of the elements which combine to produce this condition in these very young persons.

It is the strong conviction of this reporter that to attempt to capsulize each of the cases in this digest would be to detract from the impact of the messages implicit in each of them. The individual aspects of the personality of each child play so very heavily in the planing for and delicate handling of all six that to speak of any one of them without telling the whole story would represent nothing more than an exercise in futility. Literally hundreds of hours were spent in the recording of data relating to the cases; they must be read in their entirety and their numerous specifics taken in sum for any real meaning to be gleaned about them.

THE IDENTIFICATION AND STABILITY OF SUBTYPES OF DISABLED READERS

Order No. DA8226535

FISHER, GARY LYLE, PH.D. *University of Washington*, 1982. 356pp.
Chairperson: Professor Merle L. Meacham

Since the purpose of research designed to identify subtypes of disabled readers has been to improve remedial strategies, this study examined the stability of subgroups of disabled readers over time. It was hypothesized that subtypes could be identified by retrospectively examining the test performance of kindergarteners later diagnosed as reading disabled and that the stability of these subtypes could be examined by retesting the students in second grade. Further, maturational theories of reading disabilities would predict that those disabled readers who evidenced perceptual deficits in kindergarten would improve in these areas in second grade while those students with language deficits would persist in these deficiencies.

The subjects were 30 second-grade disabled readers divided equally into three groups. One group had received remedial instruction in special education resource rooms (SPED); another received multisensory remediation in self-contained classes (LLD); and the last group did not receive any remediation (NOREM). All subjects had taken a battery of tests in kindergarten which measured language, discrimination, memory, and perceptual skills. A test battery was administered to all subjects in second grade which measured the same skills. Subtypes in kindergarten and second grade were determined through *Q* factor analysis.

The results showed unexpected differences between the SPED,

LLD, and NOREM groups in kindergarten and second grade. Overall, the groups showed a decrease in performance in most skill areas from kindergarten to second grade. Proposed explanations for these results were the effect of reading failure on test performance, maturation, and the increasing complexity of several skill areas.

The types which were identified largely corresponded to those of other investigators although greater specificity in terms of strengths and weaknesses were achieved in the current study.

Little stability was noted in the types from kindergarten to second grade. Some subjects within types improved in perceptual skills while others did not. All types with language deficits in kindergarten continued to show problems in this area. The results were discussed in terms of heterogeneity in the disabled reader population and within the identified subtypes of disabled readers.

LEADER BEHAVIORS AND SUCCESSFUL DEMONSTRATION PROGRAMS IN READING AND MATHEMATICS FOR LOW-ACHIEVING STUDENTS IN THE STATE OF CALIFORNIA FOR 1979-80

GIBSON, BILLY HOWARD, ED.D. *University of Southern California*, 1982. Chairman: Professor Wallace Muelder

The purpose of this study was to determine the correlation between leader behaviors and the effective implementation of demonstration programs in reading and mathematics in the State of California for the year 1979-80. Specifically, which leader behaviors were most in evidence in these projects? Further, which behaviors were most in evidence in the most effective and least effective projects? It was postulated that various behaviors would be in evidence and that the most effective projects would be high in task oriented behaviors. It was further hypothesized that the least effective projects would be highest in human relations behaviors.

To determine the behaviors being demonstrated in the projects, the Leader Behavior Description Questionnaire form XII was administered to the subordinates of the projects' directors. The LBDQ has 12 subareas that can be grouped under 2 stems: task oriented behaviors and human relations behaviors.

The projects chosen for this study comprised a finite group of such projects in the state. The designation of least effective projects and most effective projects was made by the State Department of Education through the use of participant achievement gains compared to cost per pupil. The 6 most effective and 5 least effective projects were then selected for the study to represent the extreme poles out of 22 projects surveyed.

It was found that various leader behaviors were in evidence in implementing these projects. The most effective projects were high in both task oriented and human relations behavior. However, human relations behaviors were higher than task oriented behaviors in the most effective projects. Further, it was found that the least effective projects were higher in human relations behaviors relative to task oriented behaviors.

In conclusion, the most effective projects were stronger than least effective projects in all leader behaviors.

PSYCHOSOCIAL ISSUES IN PRESUMED NON-ORGANIC READING PROBLEM CHILDREN

Order No. DA8215467

HENDRICKSON, PETER ANDREW, PH.D. *Boston College*, 1982. 184pp.

Forty boys with a specific reading retardation of a presumed psychogenic origin were contrasted with 40 controls who were reading at the expected level. The study was conducted in Catholic schools in the Boston, Mass. area with fourth, fifth, and sixth grade students. Experimental group selection was based on a regression equation of reading achievement predicted from IQ. The experimental and control groups were contrasted according to emotional issues which previous theoretical and empirical reports described as frequently causing psychogenic learning problems.

These issues were difficulties in the father-son relationship, high levels of anxiety, and disturbances in self-image. Three instruments were administered: Human Figure Drawing (HFD); Test Anxiety Scale for Children (TASC) (Sarason et al., 1960); Children's Report of Parental Behavior Inventory (CRPBI) father form (Schaefer, 1965). Significant results were not found on three scoring systems of the HFD (Koppitz, Witkin, and an informal measure); the total TASC score as well as four factors derived from the TASC (Test Anxiety, Poor Self-Evaluation, Somatic Signs of Anxiety, Remote School Concern); and four factors on the CRPBI (Acceptance, Hostile Psychological Control, Demanding, Autonomy).

Furthermore, the two groups were compared according to medical, developmental, and behavioral features associated with a learning disabilities population. Data was gathered using *The ANSER System* parent questionnaire (Levine, 1980). With the exception of control group parents reporting more asthma and experimental group parents report of their sons' having more trouble with eyes and vision, there were no significant results in the following areas: possible pregnancy problems; newborn health problems; childhood health problems; significant developmental delays; behavioral, intellectual, motoric, social, and personality strengths and weaknesses. It is suggested that subsequent studies of emotionally based learning problems be based on a multidisciplinary investigation conducted with an appreciation of the varied potential causes and manifestations of learning disturbances.

THE INFLUENCE OF PARENT-CHILD AND PARENT-SCHOOL RELATIONS ON THE READING ACHIEVEMENT OF TITLE I COMPENSATORY EDUCATION STUDENTS

Order No. DA8224972

JACKSON, ANTHONY WELLS, PH.D. *The University of Michigan*, 1982. 235pp. Chairman: Harold W. Stevenson

This study had two primary purposes. The first was to provide a description of the ways in which parents were involved with their children and their children's schools. The second purpose was to assess the degree to which parent-child and parent-school relations, as well as demographic characteristics of the family, influenced children's reading performance.

Variables concerning parent-child relations were parent awareness in relation to the child, parent expectations, parent-child interactions and family enmeshment in social networks. Variables in the area of parent-school relations included parent awareness in relation to the school, parent satisfaction with the child's schooling, parental sense of efficacy, and parent participation in school organizations and activities. Among the demographic variables were family income, parent's education, family size, the child's birth order, and father presence/absence.

Subjects were 100 Black fifth and sixth-grade children who had been enrolled in a Title I reading program within one year of the study. Family variables were based upon parent responses to an interview schedule designed especially for the study. Reading scores were derived from the Stanford Achievement Test.

Parents' responses suggested that their attitudes and behavior related to their child's education were largely in *reaction* to the child's poor school performance. Parents of poorer readers were more aware of their child's reading problems and provided more reading assistance than did parents of better readers. Mothers of poorer readers also had significantly more time on weekday afternoons for school and non-school related interactions with their child. It appeared mothers of poorer readers had arranged to have more time for mother-child interactions as a response to the child's poor achievement.

Results also revealed that only two family characteristics, mother's education and parent satisfaction, accounted for significant amounts of variance in children's reading scores. However, the school attended by the child accounted for four times as much variance in reading scores as did the most significant family variables. It was concluded that characteristics of the school and of school personnel should be included, in addition to family variabls, in examinations of children's academic achievement.

A TEACHER TRAINING MODULE TO MODIFY HELPLESS CHILDREN'S MALADAPTIVE CAUSAL PERCEPTIONS OF SUCCESS AND FAILURE IN A SUPPLEMENTAL LANGUAGE ARTS PROGRAM Order No. DA8215658

LeBlanc, William, D.Ed. *Boston College*, 1982. 172pp. Director: Dr. William M Griffin

The purpose of this study was to determine whether an attribution training module for teachers could change helpless children's self-perception of locus of control, increase their achievement, increase their persistence at a task, and decrease their helpless behavior.

The attribution training was a communication system that teachers used to teach students to take responsibility for outcomes of learning behavior in a manner which helped them build realistic expectancies of success. Students were taught to attribute failure to a lack of effort and success to ability and effort.

The subjects for this study were third, fourth, and fifth grade students exhibiting helpless behaviors in an ESEA Title I language arts program. The sample size consisted of 125 students with 71 in the experimental group and 54 in the control group. Primary sources of data included: the *Nowicki-Strickland Locus of Control Scale for Children*, the *Metropolitan Reading Achievement Test*, a persistence measure, and a measure of helpless behavior.

A two-way analysis of covariance design was used to examine the main effects of treatment, sex, and the interaction of treatment and sex for each of the dependent variables. An alpha level of .05 was selected to test the corresponding null hypotheses for this quasi-experiment.

Two principal findings of this study were reported. The attribution group significantly increased their internal locus of control and also decreased their helpless behavior. No significant treatment effects were reported for persistence or reading achievement. Also, no sex effects or interactions of treatment and sex were reported for any of the four dependent measures.

This research, which incorporated a teacher training module and the study of its application in a natural educational setting for five months, has provided some evidence to support its inclusion in teacher training programs. Such training could easily become an integral part of other Title I or special needs programs at little cost.

THE READING CLEFT PALATE CHILD Order No. DA8215054

Muller, Virginia Blow, Ph.D. *The University of Michigan*, 1982. 132pp. Chairperson: Irene K. Heller

The purpose of this study was to gain insight into the reading skills of a group of children who had been born with a cleft palate.

The subjects were fourteen elementary school aged patients of the Cleft Palate Team of Children's Hospital of Michigan. The data for the study were obtained from parent interviews and from the students' medical records and their responses on both cognitive and reading tasks. Two Piagetian tasks were used to determine cognitive level: conservation of volume and conservation of mass. Reading skills were evaluated from oral reading responses on frustration level passages, analyzed with miscue analysis procedures, and silent reading responses to passages of a sub-test of the Peabody Individualized Achievement Test (PIAT).

Within this population, there was a pattern of lower reading skill attainment as the cleft palate type became more severe.

Results in this study indicated that children with lower levels of cognitive development made more miscues that interfered with comprehension, and they spontaneously corrected them with much less frequency. The children with lower levels of cognitive development scored higher on silent reading tasks than oral reading tasks. The reverse held true for children with higher levels of cognitive development.

In spite of the presence of an oro-facial cleft at birth, and the insult of middle ear disease in the pre-school years, all of the children in this study became language producers. Some of the children were impressively skillful in using language.

In this study a positive relationship was found between the child being read to and reading scores.

Also, it was noted in this study that the children who were born to parents who broke away from the topic at hand to introduce warm positive comments about the child read more successfully.

This study demonstrated that a cleft palate infant need not grow into an elementary school student who experiences difficulty in reading. Given appropriate support and medical attention, these children can grow into successful readers.

A CASE STUDY OF UNDERACHIEVING STUDENTS' SELF CONCEPTS AND THEIR RELATIONSHIP TO READING BEFORE AND AFTER ONE YEAR OF A REMEDIAL READING PROGRAM Order No. DA8217793

Schlesinger, Elizabeth Epstein, Ph.D. *Temple University*, 1982. 400pp. Major Adviser: Dr. Stanley Rosner

The purpose of this investigation was to study, utilizing a case history approach, the relationship between various aspects of self concept, i.e, self concept as a learner, global self concept, teacher-school self concept, physical appearance self concept, academic adequacy self concept, autonomy self concept and different aspects of reading, i.e., immediate instructional level, basic instructional level, word recognition level, word analysis level and recalling facts, drawing inferences and knowledge of vocabulary as well as behavior. Twenty-two children in fourth and fifth grades who were enrolled in a remedial reading program were examined as they progressed through one year of the program.

Self concept was measured by the How I See Myself scale, the Self-Concept as a Learner Q-sort, which was developed, validated and found to be reliable by the author and the Twenty Statements Test. Behavior and reading data were collected from children's class records.

The results of the study indicated that self concept as a learner was the only variable that improved significantly over the one year period ($p < .05$), and varied in the same direction as basic instructional level and behavior in 15 out of 22 cases. All reading variables except recalling facts, improved significantly over the one year period. Furthermore it was noted that for the six new students included in the study the effects were more dramatic. All of them improved in reading and a majority not only improved in self concept as a learner, but in autonomy, academic adequacy and global self concepts as well. It was also noted that for a small but significant minority of students who had difficulty admitting faults in themselves and errors during reading instruction, a decrease in overinflated self-concept scores represented growth.

THE EFFECTS OF PRESENTATION STRATEGY ON DECODING SKILLS OF ADOLESCENT BEHAVIORALLY DISORDERED STUDENTS Order No. DA8209243

Schultz, Geoffrey Frank, Ed.D. *Northern Illinois University*, 1981. 66pp.

The intent of this study was to investigate the effect of suggested word presentation formats, reader response to the presentation formats, and reading skill on decoding ability (word recognition). The population of interest in this experiment was secondary age, behaviorally disordered (BD) adolescents.

A group of 80 students from two self-contained high school BD programs were tested using the *Woodcock Reading Mastery Test* and an experimenter designed word recognition measure.

The applied statistical techniques were an analysis of variance to determine the significance of the main effects, followed by an analysis of simple effects to interpret the interaction.

Significant main effects were observed for all three factors: (1) suggested presentation format (semantic/orthographic), (2) reader response (yes/no), and (3) reading ability (less-skilled/more-skilled). In addition, a three factor interaction was also observed.

Based upon the findings of this study, it was concluded that: (1) A presentation format, suggesting that semantic attributes of the target word be utilized as decoding units, facilities decoding ability. This effect is further enhanced when the reader responds in a positive

mode and exhibits more-skilled reading ability; (2) A positive reader response to a target word facilitates decoding ability within a presentation format suggesting utilization of semantic decoding units. This effect is stronger in the more-skilled readers. The same positive response effect is observed when a suggested utilization of orthographic decoding units is offered. Again, this effect is dependent on reading ability, the more-skilled readers displaying higher decoding ability than the less-skilled readers; and (3) A more-skilled reader will exhibit greater decoding ability than a less-skilled reader when a presentation format suggesting utilization of semantic decoding units is offered. This effect is present in both response modes. In a similar fashion, a more-skilled reader will exhibit greater decoding ability than a less-skilled reader when a presentation format suggesting utilization of orthographic decoding units is offered. However, this group difference is only observed within a presentation format eliciting a positive response (yes). No group differences exist when an orthographic format eliciting a negative response (no) is used.

MEMORY AS A FACTOR IN THE COMPUTATIONAL EFFICIENCY OF DYSLEXIC CHILDREN WITH HIGH ABSTRACT REASONING ABILITY

Order No. DA8220052

STEEVES, KATHLEEN JOYCE, ED.D. *The Johns Hopkins University*, 1982. 160pp.

It was hypothesized that dyslexic children with high abstract reasoning ability would resemble mathematically gifted children in this ability but not in mathematical computation, and that memory deficits might prove to be a factor in the difference. Four groups of children, aged ten to fourteen years, were chosen from local independent schools: (a) 27 dyslexic children with high scores in the Raven's Standard Progressive Matrices, (b) 27 dyslexic children with average or below scores on RSPM, (c) 27 children identified by their schools as mathematically gifted, and (d) 27 children considered to be average in mathematical ability. The groups were matched on age and sex and were tested on measures of abstract reasoning, computation, and memory.

Analyses of variance were utilized to compare mean differences and indicated that, although there were significant differences in dyslexic versus non-dyslexic, and gifted versus average students on all main measures, the only significant interaction between dyslexia and giftedness was on abstract reasoning. The differences between the group means were significant in each case ($p < .01$).

On the test of abstract reasoning the high scoring dyslexic group scored as well as the mathematically gifted group, while the average dyslexic group scored well below the average non-dyslexic group. On computation the performance of the high scoring dyslexic group equaled that of the average non-dyslexics, while remaining superior to that of the average dyslexic group. Large significant differences were found between dyslexic and non-dyslexic children on the total memory scale; both non-dyslexic groups scored higher than both dyslexic groups.

Highly significant correlations were revealed between all main variables ($p < .001$). Memory appeared to be a more accurate predictor of abstract reasoning for gifted rather than for average children. This study suggests that there is a group of dyslexic children with high abstract reasoning ability who may achieve well in mathematics despite memory deficits which appear to have an adverse effect on their computational ability.

THE EFFECTS OF LANGUAGE TRAINING ON READING FLUENCY, WRITTEN EXPRESSION AND LISTENING ABILITY OF EDUCABLE MENTALLY HANDICAPPED ADOLESCENTS

Order No. DA8217557

STREITWIESER, GLADYS ADELE GREENE, ED.D. *The University of Nebraska - Lincoln*, 1982. 121pp. Adviser: Dewaine A. Alcorn

In an effort to determine whether improvement in the oral language grammatical patterns of EMH adolescents would result in significant improvement in reading fluency, written expression and listening ability, a modified cloze procedure was used to teach the correct usage of nouns, verbs, adverbs and adjectives in 24 training sessions spread over an eight week period. Twenty-seven junior high school students were involved, 13 in the experimental group and 14 in the control group. Both groups were given pretests in oral language, reading fluency, written expression and listening ability. These measures were repeated following the training sessions as a posttest and again 4 weeks later as a follow-up test. The data were analyzed by means of a split-plot, repeated measures design. Each of the dependent variables was subjected to univariate analysis of variance procedures. *F* tests were calculated for comparison of the means and also to determine if there were nonparallel trends across time for the dependent variables. In addition, a correlation matrix was developed to determine if there was a relationship among the four dependent variables.

It was hypothesized that the means of the experimental group would be significantly greater than the means of the control group on the four language factors. It was also hypothesized that there would be high correlation coefficients among these language factors.

With the exception of the significant improvement of all the subjects as a group on the reading fluency and listening ability factors over time, the results of the statistical tests on the group means were nonsignificant. The highest correlation coefficients were found between the reading fluency and the written expression factors. Possible reasons for these findings and their implications for special education programs are discussed as well as recommendations for future research.

LEARNING FROM EXPERIENCE: APPLYING THE CLINICAL AND EPIDEMIOLOGICAL RESEARCH PARADIGMS TO THE STUDY OF DIAGNOSIS AND TREATMENT IN READING

Order No. DA8224487

WAGNER, CHRISTIAN CARL, PH.D. *Michigan State University*, 1982. 334pp.

This research study examined the problem of how clinicians in any field learn from their experience. The traditional method for learning is through the informal aggregation of experience with its inherent problems of poor, biased human memory and inadequate variety. Alternate, formal methods, embodied in the clinical and epidemiological research paradigms, are universally accepted in the medical field as the basis for the continued improvement of medical care. These paradigms were, here, generalized to the diagnosis and treatment of problem readers. This study in reading was not intended to judge the ultimate adequacy of these paradigms for reading. Rather, the study was intended to explicate the requirements of the research paradigms, to suggest refinements for future use of these simple and reasonable methods, and to document empirical relationships among children with reading problems, their diagnoses, treatments, and outcomes.

The study was conducted for one school year in the seventh grade classroom of one reading specialist who examined 42 and treated 30 children. Reading problems were of such a serious nature that even keeping the student performance from deteriorating further was to be considered a major accomplishment. Performance data was collected pre-, mid-, and post-treatment; the treatment itself was intensively coded by in-class observation. The data collected was used to generate reliable computer-assisted diagnoses and careful

descriptions of treatment. The major results of the study included: (1) examples of computerized decision rules with which reliable and valid diagnoses could be generated, (2) prevalence rates for diagnostic profiles among severely deficit seventh grade readers, (3) descriptions of specific treatment plans and their differential effectiveness across various problem profiles, (4) base-line associations among students' personal, environmental, diagnostic, treatment, and outcome characteristics, and (5) guidelines and suggestions for the continued investigation of the application of the clinical and epidemiological research paradigms in reading.

It appears that reliable diagnoses and differentially effective treatments can be found in reading and these techniques for learning from experience should be further examined.

THE INFLUENCE OF RESEARCH ON CLINICAL PRACTICES IN UNIVERSITY READING CENTERS Order No. DA8217305

WINKLE, LINDA WYRICK, PH.D. *The University of Mississippi*, 1982. 220pp. Director: Assistant Professor Jean M. Shaw

The literature acknowledges a gap between educational research and practice--a gap that slows the process of informed change. This gap appears especially obvious in reading education, an area replete with research findings, many of which are not used. This non-use may contribute to the continuation of ineffective and inefficient instruction in teaching children to read.

To gain insight into the influence of research on practice, a setting was selected for study where both have been historically valued: the university. In the field of reading, this setting translated into the university reading center, a microcosm of the research-to-practice spectrum. These centers are headed by directors with doctoral degrees where students are trained in clinical practices. As such they can be the setting for research activities as well as their practical applications.

The purpose of this study was to investigate the influence of research on clinical practices in university reading centers, a heretofore unexplored theme. This purpose was defined to include: (1) the extent that clinical practices are consistent with research results; (2) the extent that clinical practices are based on research results; and (3) the extent that research results are used as determinants of change.

A questionnaire was designed and mailed to a random sample of reading center directors at universities across the nation. Of the 94 schools within the sample, 89 responded. Data from the questionnaire responses were analyzed to establish national patterns, regional patterns which were then compared to the national ones, and graduate degree patterns.

Among the findings are: (1) university reading centers use research-supported clinical practices to a moderately high extent; (2) reading center directors perceive a moderate research base for clinical practices, but a more extensive experience base; (3) in planning changes in clinical practices, directors are reluctant to consult research results but find them moderately useful; (4) regional patterns differ significantly from national patterns only occasionally; and, (5) no significant differences exist between doctoral or non-doctoral graduate programs. The implications are that research may influence the clinical practices in university reading centers more than is realized considering that there is no systematic and consistent consultation of research literature by the directors.

THE EFFECT OF REMEDIAL READING INSTRUCTION ON ACADEMIC ACHIEVEMENT OF JUNIOR COLLEGE FRESHMEN Order No. DA8224316

YATES, MARY RUTH, PH.D. *The University of Alabama*, 1982. 159pp.

This research considered the effectiveness of teaching remedial reading and examined differences in four methods of vocabulary instruction for entering junior college freshmen. The control group consisted of 79 students who were advised not to register for remedial reading based on their scoring above 10th grade on The California Reading Test Form W. The four experimental groups consisted of students who scored below 10th grade on The California Reading Test Form W. The experimental group was composed of a class of nine students who were taught vocabulary by use of a programmed text; a class of nine students who were taught vocabulary by use of a conventional text; a class of nine students taught by combination of programmed and conventional text; and a six-member class taught by use of audio-visual cards.

The control group was 94% Caucasian, had an average age of 19.1 years, and was 70% female. The experimental group was 61% Caucasian, had an average age of 22.4 years, and was 70% female.

The control group students were administered a four-part attitude survey (reading, self, family, teachers) and pre and post Nelson-Denny Reading Tests. The experimental group students were administered the four-part attitude survey, pre and post Nelson-Denny Reading Tests and pre and post California Reading Tests. Both crude and residual reading improvement scores were calculated and subjected to Analysis of Variance and Least Significant Difference tests. Also, effects of personal variables--age, number of hours spent reading, attitude, and sex--were analyzed via correlational analysis to relate these to reading improvement scores. A significance level of $p \leq .05$ was used in all statistical analyses.

The research results indicated: (1) no significant reading improvement between control and experimental groups; (2) many significant relationships between personal variables and various parts of the two reading tests; (3) a significant difference in English 101 grade point average for experimental group students who had above average Nelson-Denny reading skill improvement; (4) significantly lower scores by non-whites on The Nelson-Denny Reading Test; and (5) no definitive significant difference in the four methods of teaching vocabulary.